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Agricultural Education



DR. RAY FIFE OF OHIO

Dr. Fife was elected vice-president of the American Vocational Association representing Agricultural Education. As state supervisor for Ohio and as a member of the A. V. A. legislative committee he has established an enviable record

"The value of instruction in agriculture is determined by the nature and scope of the participating experiences of the learners. Systematic instruction is the logical approach to intelligent participation."

L. B. POLLOM

EDITORIAL COMMENT

AGRICULTURAL EDUCATION

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OUR NEW NATIONAL POLICY FOR AGRICULTURE

SHORTLY before his death and while he was serving as Secretary of Agriculture, Henry C. Wallace stated that the only consistent agricultural policy the government of the United States had, up to that time, followed could be stated to farmers as follows:

"Produce as much as you can and as cheaply as you can of what you can produce best; spend as little as you can; do without everything you can; work as hard as you can; make your wife and children work as hard as they can. Having done this, take what comfort you can in the thought that if you succeed in doing what you set out to do, and if most other farmers also succeed, you will have produced larger crops than can be sold at a profit and you will still be under the harrow."

Sad enough to relate, teachers of vocational agriculture have been regarded to some extent as representatives of the federal government in the carrying out of this policy. Until recently our program has mainly emphasized only production and yet more production, often regardless of needs or consequences.

Recently the federal government has seemed to abandon this well-established, tho inarticulate policy toward the farmer in favor of an articulate policy definitely in the interests of farming groups. Whatever else may be said about the program of the Federal Farm Board it is clearly an attempt to better the lot of the farming people and not an attempt to "farm the farmers" for the benefit of other classes.

This change of heart should have the firm support of teachers of vocational agriculture. It will help us tremendously as participants in a federally sponsored effort for agricultural improvement by removing much of the remaining suspicion of us and our work. We should align our local policy with this new national policy for agriculture.

There is a great deal more to an agricultural program than increasing production or even cheapening production. It includes attempts to deal with the surplus problem, with quality production, with strengthening farmers' organizations, with the securing of legislation fair to farmers, with co-operative marketing and storing, with shortening hours of labor, with equalizing tax burdens, with reducing costs of living. Dealing with the educational phase of a national agricultural program, we should see to it that farm people are intelligent about all of these problems and the solutions which have been proposed.

We are doubtless changing vocational agriculture along these lines. But the change is long overdue and it is proceeding all too slowly.—H. M. H.

EFFECTIVE EDUCATION

ONE father in the Territory of Hawaii is firmly convinced that vocational agriculture is the best subject offered in our public schools.

The day before the Honolulu schools were due to open, a father and his son visited my office to inquire which junior high school in the city offered a course in vocational agriculture. The boy's family had just moved to the edge of the city and he wanted to attend such a school. The father was anxious to have him enroll. Any junior high school would do, provided it offered a course in vocational agriculture.

In talking with the two, I discovered that both were employed on the largest dairy farm in the Islands, that the boy had already completed a two-year course in vocational agriculture, that the father was being paid less money than his son, that the boy held a more responsible position than his dad. Both knew that vocational agriculture had made the difference. Is it any wonder the boy wanted to attend a junior high school that would offer him an opportunity to take more agriculture?

To be effective, any vocational course must do two things. It must give the trainee a productive ability he would not otherwise have. It must, from the dollars and cents standpoint, make him a more valuable man, both to himself and to his employer. If the vocational course is successful in giving the trainee a productive ability, he would not otherwise have, it goes without saying that he should be able to earn more money for his employer, and command a higher wage for himself.

As the boys who have taken courses in vocational agriculture become better farmers and earn more money, than do boys who have not taken such courses, then can we consider our job as having been well done. There are many vocational graduates in every state who are doing a better job at this business of farming. Let's see to it that they get a little publicity.—F. E. A.

A. V. A. ACHIEVES

TEN thousands enthusiastic members, twenty-five thousand dollars of working capital, over one hundred life members, an intelligent and aggressive leadership—these are a few characteristics of the American Vocational Association.

During the fifth annual meeting just held in Milwaukee, it was more than evident that this organization is becoming a power in the field of education in this country. Unselfishly working for the best interests of all those who should receive training for their life work, the A. V. A. moves steadily and fearlessly forward.

Teachers of agriculture and all others engaged in agricultural education should recognize their relationships and responsibilities in the field of vocational education as such. Opposed in no way to "general education," vocational education has certain peculiar problems and difficulties which require the best efforts of all for their solution. Working as a group for the welfare of each section will accomplish more than can be done by divided effort.

Vocational education now faces a need for additional funds in the field of trade, industrial, and commercial education. The Capper-Reed bill now in the hands of congressional committees embodies this need. Persons in agricultural education should lend active support looking toward the passage of this bill, just as did those in other phases of vocational education when the George-Reed bill was pending. We must do our part when the opportunity comes.—S. D.

HAPPY NEW YEAR

We take pleasure in wishing our 3,600 subscribers a pleasant and profitable New Year.

Agricultural Education January 1931



Methods



Suggestions for Orienting New Students in Classes in Vocational Agriculture

N. E. FITZGERALD, Professor of Agricultural Education, University of Tennessee



N. E. Fitzgerald

ORIENTING students means giving them a sufficiently inclusive background of a particular study or procedure, so that they may be better able to see individual steps in the light of the whole, and therefore, reach a more nearly correct conclusion. In many of the liberal art colleges at the present time certain orientation courses are required, because of the feeling that a general survey of factors affecting the citizenship of the individual should be known by all students regardless of their future business or profession. It is coming also to be recognized that a course in the outline of science would be valuable. Some institutions are already beginning the organization of this work. In our high schools the idea of a general course has been active and is illustrated in some states by the requirement of general science in the high school curriculum. The writer believes that orientation of students in agriculture is just as essential as is the orienting of students in these other fields.

Reasons for Orienting Students in Agriculture

At the present time many of our students in agriculture have only a slight conception of what the teacher expects the individual boy to accomplish by the end of the four-year agricultural course in the high school. The selection of projects is too often based upon a passing interest or upon the minimum labor necessary to meet the state project requirements. He often makes his plan before he has studied the latest practices, and therefore, his plans are based on previous knowledge, guesses, or his father's practices instead of upon a genuine study of conditions that should be considered. If we were to turn this matter around and have the selection of supervised practice and the study and planning of production methods after a study of the economic phases, it would seem that a much more stable program could be expected. Right now it seems that the average boy undoubtedly has only a casual knowledge of the agriculture of his community, and certainly does not have specific knowledge regarding the managerial phases involved in those enterprises that go together to make up the farming of his community.

In short, it would seem that the reason for a study of the managerial phases of agriculture before the boy chooses his supervised practice program, is that he does not know enough of the economics governing agriculture, especially the marketing part of it, to make a sound economic choice in his program of practice.

Things to include in Orientation Study

There are studies regarding such problems, prices, number of animals, and acreages, that all beginning students in agriculture should make in order to get the special knowledge of agriculture referred to above. Probably the best sources of information are the daily market reports of the State Bureau of Markets, which may be had free by writing to that department, and the Yearbooks of the United States Department of Agriculture. Very complete information regarding the status of products on the various markets may be had from day to day from the first source mentioned above. Many teachers feel that their boys keep up with the market from day to day, but it is probably true that they are concerned only in some market in which they are especially interested, because they have something for sale at the time. Our boys should study market prices on all products of the community and get in mind a clear conception of the best month in the year in which to sell certain products and the price cycle over a long period of years, so that they may determine at any time, whether it is the proper time to increase the size of the business or to decrease it. The Yearbooks referred to above will give data making it possible to study in the classroom the cycle of prices by years on the more important markets of the country. Not only do the yearbooks give prices, but they give acreages, which with prices and surplus on hand are factors upon which, in part, the agricultural outlook is based. If teachers of agriculture will have the boys keep up to date on present markets and look back thru the years to show the shifting up and down of prices over a period of years, the boys will become interested in determining their exact place in the cycle at the time the study is being made.

The boys should be required to make graphs of the price cycle for each of the important enterprises found in the community. They should be asked about the prices they have been receiving to see whether or not their sales are above or below average. This question should immediately lead the student to realize

there is a need for more specific information and the teacher could well suggest at this point that each boy take home a farm survey blank and fill it out for his home farm. Not only should he include the acreage and number of animals, but he should include also the sales of the farm products of last year, together with the quantity sold, prices received, and approximate time of sale. The teacher of agriculture, when he first went to the community made a farm survey and has rather a good cross section average of the agriculture. These data should be made available to the boys in order that they might see how their own farms compare with the average of the community. The teacher, of course, will not have the list of sales, prices received, and so forth, for the commodities sold, but with each in the agricultural classes bringing these data from home, a sufficient amount of material will be available for a very interesting study. Differences of opinion will arise among the students and they will argue pro and con many of the points raised. It would be very wise also to have each boy choose an individual farmer whom he considers a superior farmer and make a survey of his farm, securing farm data, also data regarding the sale, prices received, and time of sale, so that the boy can compare the method used on his farm with those used on a farm operated by a person whom he considers very efficient. Plenty of opportunity will be had also for comparison with the methods used on the farms lived on by the other boys in the classes. Cost of production should be studied carefully.

After the above study has been made, the boy should be able to see some relation between the acreage, or other factors, and prices received. He also should be able to estimate the possible gross income from each of the enterprises found in the community. Upon such information as this, the boy's reaction should indicate his interest or lack of interest in the whole subject of agriculture. If he is interested, he will be able to lay out, with the teacher's help and with the father's approval, a good supervised farm practice program at the beginning of the freshman year that will look forward to the next four years. The boy should, at least, have one project definitely selected and the teacher should see that he has facilities for carrying this project thru completely, before the close of the first month of school. The orienting process or the economic study, as it might be called, should continue as long as necessary, and could easily be from four to eight

(Continued on the next page)

weeks in length. At the end of this time, the farm practice program for the boy's four years in high school should be practically complete. The writer believes that if the practice program of the boy is built upon a study of this sort that it will be one of much greater economic value than we have been using. Learning about the production of the various enterprises may be begun immediately after this preliminary study. It should not precede this economic study, because there is already an over-production in many commodities and our job is to see that things already produced have a market and then to give to the farm boy an opportunity to study, not production, but a more economic production.

Suggested Procedure

The following suggestions are made as steps which may be followed in the preliminary suggestions in the first part of this article. There is an overlapping, but in this section an attempt is being made to present the data in about the order in which they would be used.

1. Have the boys study all of the important enterprises found in the community using the data in the State Market Reports, and the Yearbooks of the United States Department of Agriculture. (Have the boys suggest the important enterprises for study based on their knowledge of products sold from the home farm. Use the teacher's farm survey as a check list to see that the students are on the right track.)

(a) Have the boys use the State Market Report to determine the present economic status of each enterprise of importance in the community.

(b) Have the boys use the United States Department of Agriculture Yearbooks to study the trend of prices for each important enterprise in the community over a period of from twenty to fifty years.

(c) Have the boys draw graphs indicating the trend of prices thruout the years and have them decide where each enterprise studied, now appears in the cycle.

(d) Have the boys draw graphs showing the trend of prices during the months of the year to indicate what are the best months in which to sell the particular product being studied.

(e) Have the boys study the change in number of acres, or number of animals from one year to another for the years during which the price fluctuation is studied and see if there is any direct relationship between price and acreage or number of animals.

(f) Have the boys study quantities of products in storage during those years for which a price study was made, and see whether or not such carry-over of products influences prices and to what extent, if any.

(g) Have the boys study the approximate cost of production for each of the enterprises considered and know the approximate income possible from each acre or animal unit.

2. At this point the teacher should try to show the boys the need for more definite information from their home farms in order to properly interpret the price cycles in terms of their home practices.

(a) Have each boy fill in a farm survey blank for his home farm, being sure

to include data on commodities sold, amount, prices, and date sold.

(b) Have each boy compare his home marketing practices with the cycle constructed from data in the Market Reports and the United States Department of Agriculture Yearbooks. Have him make a statement as to the efficiency of his present practices in marketing.

(c) Have each boy secure farm and marketing data like he secured from his home farm, from the farm of a person he considers an outstanding farmer, and compare with these, the data he brought from home.

(d) If any boys have expressed a definite interest in any enterprise as a project, be doubly sure that these individuals come to a conclusion of economic value regarding the income possible from the enterprises in which they are interested.

3. After a complete study has been made of the economics of agriculture in the community the boy is ready to set up a complete supervised farm practice program to be carried out during the four years of high school work in agriculture.

(a) Have each boy definitely select one enterprise as a part of his supervised farm practice program before the end of the first month of school.

(b) During or at the conclusion of the economic study of the agriculture in the community, the boy should choose enterprises that will help reach the financial goal he sets up and at the same time fit enterprises together in his plan that will be on a good farm management basis.

4. After all the preceding study has been made, the teacher should reorganize his course of study in agriculture in order to be of the most service to the student in his classes.

(a) Each teacher is expected to have made a farm survey of his community and on these data, he should have constructed a tentative course of study in agriculture.

(b) At the conclusion of the orientation work, the student is ready to study those things in which he is most interested. Likely the supervised practice program will be built upon student interest plus financial returns. It is the teacher's business to see that the proper

managerial relationship between enterprises is maintained. Not only should these enterprises that go together in practice be studied together, but the enterprises in which there is active student interest should be introduced early in the course. Supporting enterprises should be brought in, in all cases, and the student taught to see the relation between the enterprises.

(c) We are now ready to go on with the study of production and the student's mind will not be wholly on the particular farmer's job being discussed, but because of the previous study he likely will have in mind also the opportunity for improvement of each job.

(d) Altho it probably would be ideal to center our study solely on those enterprises in which the boys have projects, we must remember that there will be many supplementing enterprises in which practice is not planned. The teacher must see that those are included in the course of study or the study program will be incomplete. When such supplementary enterprises are included, the teacher should urge the boys to secure practice in a certain number of these, in order to make his supervised practice more nearly complete. We must remember that we are teaching boys and that we must do it thru a proper economic combination of enterprises.

Robert A. Condee

AGRICULTURAL education in California lost one of its dearest friends on October 4, 1930, with the death of Robert A. Condee, principal of the Chino Vocational High School at Chino, California. Mr. Condee was very interested in the Smith-Hughes work in California, and due to his many contacts in the state was able to help the program in many ways.

Mr. Condee went to the Chino Vocational High School in 1914, and was there until the time of his death. He served both as agricultural teacher and principal. As a result of his interest in the many agricultural activities of the state he was appointed a member of the State Agricultural Society in 1924 and in 1926 he was elected their president. Mr. Condee was a regent of the University of California and a member of the agricultural committee of the board of regents. He was also president of the State Board of Agriculture, a director of the California Holstein Association, Pacific Slope Dairy Show, and California Dairy Council.

"Bob" Condee was born on Christmas Day, 1875, in San Diego, California. He attended high school at San Bernardino and then went into general farming work on his own property at Moreno, California. He was later horticultural inspector in Riverside County, and after that for several years was very active in the judging of poultry and livestock at various shows and fairs.

In the passing of Mr. Condee the state of California has lost an outstanding leader.—Julian A. McPhee, Chief, Bureau of Agricultural Education, State of California.

Don't let your subscription lapse! There are already a good many splendid articles in the editor's files for publication in forthcoming issues. Progressive teachers read *Agricultural Education*.



Robert A. Condee

Organizing Bulletins for Effective Use in Kansas Vocational Agriculture Departments

A. P. DAVIDSON, Professor of Vocational Education, Manhattan, Kansas

ALL vocational agriculture teachers will subscribe to the theory that bulletins are of prime importance in teaching vocational agriculture. The problem of organizing bulletins for most effective use engages the attention of most teachers. What size bulletin library, how file, and how use to best advantage are questions that trouble not only the beginner but perplex many experienced teachers.

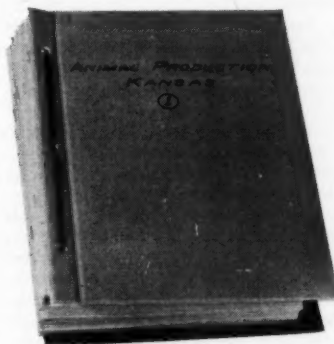
The writer during his first three years of itinerant work in Kansas found the organization of bulletin libraries and the plan of using the bulletins to be in a state of chaos. The size varied all the way from a hundred bulletins to files containing several thousand. Plans for filing ranged from a few stacks on a shelf to the intricate Dewey system. Methods of using the bulletins differed greatly. Two outstanding difficulties were most frequently encountered: first, not enough bulletins to supply each individual a copy, with the result that several students would attempt to read from one publication at the same time; and second, copies were often mutilated to such an extent that their usefulness was greatly impaired. Certain bulletins meeting with favor on the part of the instructors were ordered in numbers sufficient to supply each member of the class. Some of these were taken home, some were lost, with the result that the following year a new supply had to be ordered. This practice soon depleted the source of supply, making it necessary for succeeding classes to get along without the aid of such publications until revised issues became available.

In 1921 a circular was published by the Kansas Experiment Station setting forth a plan of cataloging and filing bulletins in vocational agriculture departments. At the same time a plan of organizing bulletin sets for use by individual students was put into operation with the result that we have much greater efficiency in the use of our bulletins and fewer bulletins are needed to supply the demand of vocational departments.

The plan of building bulletin sets and furnishing students enrolled in vocational agriculture in Kansas with individual bulletin sets follows:

Cloth covered cardboard backs, size $6\frac{1}{2} \times 9\frac{1}{2}$ inches (see cut) are purchased from the Workman Manufacturing Company, Chicago, in quantities of 500 sets or more, at 20 cents each, f. o. b. Chicago. These are sold to school boards at cost in quantities desired. The teacher or board member places his order for a number approximating the expected enrollment in different courses. With this information at hand the bulletin sets are compiled and mailed. Two bulletin sets are available to each student; one composed of the bulletins of the Kansas State Agricultural College and another composed of U. S. D. A. Farmers' Bulletins. The Farmers' Bulletins supplement the state publications. Two sets, one Kansas and one Farmers' bulletins, are available to each student

in the field of plant production and likewise two sets are available in the field of animal production. These bulletin sets remain the property of the school. They are labeled and numbered and checked to students who are held responsible for them. A convenient filing rack is built and the bulletin sets are kept in the classroom. Rules governing checking out for home use are the same as those in force dealing with regular reference books. Bulletins comprising the different sets are chosen by a committee. When new bulletins are published which are desired for the sets, or revisions are made, sufficient copies are punched and sent the departments to bring all sets up to date. The bulletin



Bulletins with Binders as Described

set covers are durable. They have been used for eight years in many of our departments and are now in good condition. They are convenient, ranging in thickness this year from $1\frac{1}{8}$ inches to $1\frac{3}{8}$ inches.

The deans of the division of agriculture and the division of extension are co-operating with this plan of furnishing bulletins to vocational agriculture departments, the division of agriculture assembling the Kansas bulletins and the division of extension assembling the Farmers' bulletins. Dean L. E. Call, division of agriculture, stated in regard to the plan: "Furnishing agricultural experiment station bulletins in the form of bulletin sets in quantities to supply individual bulletin sets for use by vocational agriculture students is a service we are glad to render for we believe the best possible use is made of the publications furnished, and in the long run no more bulletins will be required than under the old plan." Kansas has a total enrollment of 2,500 students in vocational agriculture, so the animal production year will require approximately 1,500 bulletin sets and the plant production year 1,000 sets. This is not an excessive number of bulletins to be furnished farm boys who are pursuing the study of agriculture.

The general bulletin library is necessary but not so important in our departments as before the bulletin sets were furnished. However, there is need for the general bulletin library to care for technical bulletins from the U. S.

D. A., bulletins of other states, and Kansas bulletins not included in the bulletin sets. We recommend a small library, classified and usable. The plan as set forth in Kansas Agricultural Experiment Station circular No. 85 is used with a few exceptions. For the benefit of those who have this publication or care to procure it, will say that we make two important changes which give the plan greater usability. First, we group all bulletins under subject headings; and secondly, when numbering chronologically always leave room for as many bulletins under a given subject as we have at the time of building the library. Cartons are labelled and numbered, and we find there is need for revision about once in five years. Our experience has convinced us that within certain limits the use of the agricultural bulletin library varies almost inversely with its size.

Whatever plan you might have of organizing the bulletin library, it would seem expedient that a co-operative plan be worked out whereby each vocational agriculture student be furnished with a complete bulletin set from your own station and a supplementary set from the U. S. D. A. Farmers' bulletins. Such a plan facilitates teaching and will not prove as costly in publications as the policy of ordering bulletins as succeeding classes need them.

Delaware's Professional Improvement Conference

W. L. MOWLDS, Seaford, Delaware

THE Delaware teachers of agriculture held their annual professional improvement conference this year the second week of July at the University.

The teachers were welcomed to the conference by Professor Heim, after which the State program for 1930-1931 was taken up and thoroughly discussed. The instructors assisting Professor Heim were Professor H. O. Sampson of Rutgers University, New Jersey; Professor H. G. Parkinson, head of Department of Rural Education, Pennsylvania State College, Pennsylvania; Mr. John Shilling, assistant state superintendent of Public Instruction, Dover, Delaware; Mr. Seth Burt, agricultural instructor, Oxford High School, Pennsylvania; and Superintendent Ira S. Brinser, Newark public schools, Delaware.

Round table conferences were held every day and they became so interesting that night sessions had to be held.

On Tuesday evening, Professor and Mrs. Heim entertained the entire conference at a theater party, which was followed by refreshments at their home on the campus.

A 100 percent attendance was maintained thruout the entire conference; 70 percent of those present were University of Delaware graduates. It was the feeling on the part of the teachers that the conference held this year was one of the best ever held in Delaware since the work was inaugurated.



Evening Schools



Ohio School Offers Tractor Evening Course

V. A. EKSTROM, Agriculture Teacher, Oak Harbor, Ohio

THRU co-operation of the local department of vocational agriculture, the Oak Harbor board of education and the state department of vocational agriculture a gas engine and tractor evening course was conducted at Oak Harbor January 27 to February 15. The result was a total enrollment of 66 persons and an average daily attendance of 35.

Only those who actually took part in the work three or more days were counted in the roll. At least 85 persons came into direct contact with the work and each day there were several casual visitors listening to lectures and watching the various groups at work. Twelve tractors and as many gas engines were brought into the laboratory for study and overhauling. All the machines were gone over carefully by the students, who made the necessary adjustments and repairs. Gerald Springer, of Celina, had charge of the instruction, which was given from 1 to 4 o'clock each afternoon, five days a week for a period of three weeks. Fifty persons were present the opening day. Because of the large attendance it was necessary to seek additional help for the laboratory instruction. N. R. Bear, in charge of gas engine and tractor and farm machinery short course work in Ohio, was able to be present three days to assist in the discussions of the principles and operation of gas engines and tractors, and in supervising the various working groups. Mechanics employed by an Oak Harbor hardware and implement company, also gave valuable assistance in supervising work done by students on machines handled by the local concern.

Since 1925 part-time instruction to groups of young fellows, between the ages of 16 and 25, has been included each year as part of the vocational agriculture program in Oak Harbor high school. The first class of these young fellows, with the assistance of their instructor, organized themselves into a group, which they chose to call "Ottawa Ags." Because suitable shop facilities were lacking mechanical courses had not been offered. A desire that gas engine or tractor work be given had often been expressed by members of Ottawa Ags.

With this splendid group of young fellows, ready and anxious for the work, and considering the fact that interest in tractor farming in the Oak Harbor community has made rapid strides in recent years, it was the local vocational agriculture instructor's feeling that the time was ripe for conducting a gas engine and tractor short course.

When announcement was made in December by the state department of vocational agriculture that special instructors for gas engine and tractor short courses would be available this year,

plans were made for conducting such a course in Oak Harbor. The local board of education willingly accepted a proposition of paying one-half the special instructor's salary and providing for a suitable room and necessary equipment. A vacated room 30 x 80 feet in a building at the edge of the business block of town was rented. No tuition fee was charged pupils, and the only expense of those taking advantage of the work was for repair parts and other purchased material used in re-conditioning the machines.

An enrollment campaign was put on two weeks previous to the opening date. Circular letters, publicity in the local newspaper, in the farm pages of the Toledo and Sandusky dailies, personal contacts and telephone calls were methods used in seeking enrollment and advertising the course. Material help was given by members of the regular vocational agriculture classes in the high school, who carried the information to their respective communities. Also 100 percent co-operation was given by owners of a local hardware company in sending notices in their circular letters and boosting in many ways for success of the course.

Keen interest and much enthusiasm was shown from the very beginning and every possible effort was made to get gas engine and tractor owners and operators in the community thinking and talking short course work.

Forty-six of the number of persons enrolled in the work were between 16 and 25 years of age. Twenty-two were former members of vocational agriculture classes in the high school, 25 were members of Ottawa Ags, and 5 were high school graduates. Of the 5 high school graduates, 4 had graduated from the vocational agriculture department and one was a graduate from the college

of agriculture, Ohio State University. Pupils came largely in groups, and in a few cases fathers and sons took part, with the sons assuming most of the responsibility for work done on the machines. In two distinct cases fathers came at the beginning with intentions of seeing the work started but were interested to the extent of becoming faithful in attendance thruout the entire course.

Facts Take Fear Out of Facing Farmers

JOHN T. WHEELER,
Professor of Rural Education,
Athens, Georgia

WE HAVE found that in handling managerial jobs in evening classes there are only three things to be done in meeting the main problems of teaching adults:

First, get the facts.

Second, use the facts.

Third, let the farmer do the deciding.

Get the Facts: When you have any managerial decision, as an evening class problem, you must have the *facts* from which to proceed to an intelligent solution of the problems.

I have seen brave and good teachers, both young and old, go out to teach farmers by *telling* them how to solve their problems only to become involved in endless argumentations and to end in defeating the whole purpose of the teaching; on the other hand, I have sent young, inexperienced teachers before adult farmers armed with the facts and seen them succeed beyond my fondest hope!

It is my mature opinion that the teacher of agriculture, old or young, has as his first professional responsibility the duty of providing evening classes with the *best facts* in the world on the



Inexperienced Teacher Conducting a Successful Evening Class Conference

Agricultural Education January 1931

problems he teaches. With such facts in his possession, even the timid teacher takes courage: he takes courage not only because he has the facts to back him up, or to lean on, but because he feels the worthwhileness of the quality of the facts he has searched out for those who would learn of him.

It appears to the teacher also that his farmer friends feel the *worthwhileness* of these facts. They are not the opinions of "upstarts" nor the uncritical statements of "experience" — they stand for what they are — facts.

Now there are two main courses of facts in guiding group thinking in making of managerial decisions: (1) facts from local farming, and (2) facts from controlled experiments. Facts from both sources can be utilized effectively in evening class teaching, and *both kinds of facts we must have.*

Using Facts in Thinking: In using facts to assist in thinking thru a problem, there is generally needed some treatment of the data to make them intelligible in terms of the problem in hand. Facts pulled out from the group must be put down under appropriate headings for comparisons and discussions. We generally use the blackboard for recording these facts. If we wish to pull out the group experience in any practice whether it be in terms of *acreage, yield, variety*, implements used or what not, there should be ways of keeping these facts before the class in its discussions. Experiment station data needs attention in this regard. For instance, take the problem (managerial decision): "How much 'side dressing' to apply on cotton on Tifton sandy loam."

The experiment station data* (facts) includes only these items:

TABLE I

Amount of Nitrate of Soda†	Average Yield, 1924-29
0	761
50	823
100	966
150	1,023
200	1,009

†Note: A base application of 500 pounds of 9-3-5 was used.

This example is quite typical of experiment station facts. I want to show you that they need further treatment before they can give us a basis of judging "how much side dressing to apply." As they stand, we must take yield as our basis of judgment. This would be dangerous, because *costs* has not been considered.

The "prepotent" element in this situation for cotton farmers is "net return," for net return is yield in dollars less the cost in dollars. Can we treat these facts to bring out our "prepotent" elements for teaching?

TABLE II

Amount Nitrate of Soda	Average Yield 1924-29	Increased Yield Due to Nitrate of Soda	Value of Increase @ 6¢ per Pound	Cost of Nitrate of Soda @ \$50	Net Profit From Increase
Pounds	Pounds	Pounds			
0	761	63	\$3.72	\$1.25	\$2.47
50	823	205	12.30	2.50	9.80
100	966	262	15.72	3.75	11.97
150	1,023	248	14.88	5.00	9.88
200	1,009				

Yes, the table given above shows the treatment of these facts to bring out sound bases of judgment. It shows not only "amount of nitrate" and "average yield," but also "increased yield due to nitrate," "value of increase," "cost of

*Coastal Plain Experiment Station, Tifton, Georgia.

nitrate," and "net returns."

So we bring these facts not to be batted about in our thinking in any old way, but to be dealt with thru definite guiding principles as bases of controlling judgment.

Let the Farmers Decide: If we have obtained the best available facts, and so organized them that the evening group can think them thru according to sound economic principles, the third problem of evening class teaching will take care of itself—farmers will decide in the right direction.



Volley-ball at Marysville Evening School

"All Work and No Play—"

RALPH W. MITCHELL,
Director of Agriculture,
Marysville, California

DURING the winter of 1930, we continued our course in "recreation," along with our courses in agriculture. These courses were held in the local rural district schoolhouses, featuring group singing, music appreciation, light drama, and games. This interest may not be directly agricultural in nature, but it has stimulated a feeling of co-operation in the several communities. Because of the success and demand, these classes will continue thru 1930. We believe that every high school should strive to assist the rural population in the solution of local problems and encourage farmers to make the secondary school a part of their programs of life for personal improvement as well as vocational improvement.

We have found that after spending an hour in well directed study of a vocational problem, it is a great assistance to class interest to turn our attention for an hour or more to playing games: handball, indoor baseball, basketball, or volley-ball.

[Editor's Note: You will recall Mr. Mitchell gave us a good story about his evening class in poultry last June.—J. T. W.]

Evening School Strengthens Vocational Department

GEORGE A. TUMBLESON,
Princeton, Missouri

LAST winter I held a six weeks' evening class course in poultry. This is the usual length of such courses in this community. This class was held during the winter while the roads were frozen. My evening classes usually start when corn shucking is finished and run until oat planting time. Both men and women attended my poultry class.

At the end of each lesson a mimeographed copy of the job is given to every member. These sheets cover the main or key points of the lesson so that

the member will have a guide in carrying out his home enterprise. At the next meeting a review is always conducted, using the lesson sheet as a guide.

No special attempt has been made to conduct supervised practice. However, as indicated by the pictures of my evening class in poultry, supervised practice is a natural outgrowth of the school. Most of the members of these schools live in the territory covered in visiting all-day projects. I drop in and see these members when on regular project trips. Usually they are visited as often as the

regular members of the vocational agriculture class.

I know of nothing that strengthens the department of vocational agriculture more than a successful evening school program. It helps the teacher get acquainted in the community, and gives him an opportunity of real service to the farmer.

Survey Is Basis for Course

A. LARRIVIERE,
Agriculture Teacher,
Sunset, Louisiana

BY PERSONAL visits to 28 poultry raisers in my community, I obtained a definite survey of existing conditions and problems of poultry raising here. These data were analyzed and arranged under each job found in the poultry enterprise.

A chain was then drawn on the board with each link representing a job or problem found in local poultry raising. From the individuals in the class, I pulled out what link or links were weakest. The response was good and it was found that every link was weak for some individuals. Some, however, said that only a few were weak with them, but that they were willing to contribute and take on new information along all the problems.

At the time that the class was organized, housing was a very timely problem to begin with and represented a weak link for a large proportion of the class. Information bearing on this problem was pulled out. Pictures and blueprints of houses were distributed to the members of the class and their advantages and disadvantages discussed in conference procedure. One of the class members, a very successful poultryman of the community, took charge of the discussion. This afforded much help in conducting the class. After the housing problem was thoroughly discussed, the group set the date of the next meeting and also the problem to be dealt with.

Is your state 100 percent for Agricultural Education?



Part-time Schools



Out of School Boys Take Special Courses

E. D. PARNELL, Teacher of Vocational Agriculture, Runge, Texas

MEETING three nights a week for a period of seven weeks, more than thirty-five farm boys from the Runge community came back to school last winter and found it to their liking. Twenty-eight boys completed the courses and all agreed to come back for further study and instruction if the part-time school continues another year.

The boys met and agreed to study dairying. They also wanted to study farm arithmetic, accounting, and practical English and all these were included. In addition, a few lessons on citizenship and law observance were given. C. T. Jones, superintendent of the Runge schools, and the writer, taught the classes and the local school board cooperated in furnishing all materials needed for class and laboratory work. Runge merchants gave attendance prizes for all sessions. Oscar Rannefeld, class member, made the highest score on the final examination and was awarded a 30-pound milk scale for his efforts. His examination score was 92 percent.

Each member of the class was milking from two to eight cows, a survey disclosed, and a Babcock test for butterfat determination was run on these cows twice a month. This was done by the members, each member testing the cows on his own farm and keeping a check on the results. Now that the school is over some of the boys are to continue this, making a monthly test only, but keeping records on the amount of milk the cows give as well as on the amount and cost of her feed. Thus farm accounting was used in a practical way.

The cows were fed right, too, as the records of the owners indicate. Rations of homegrown grains together with purchased protein supplements made up a fine grain ration while homegrown hays furnished roughage for the animals. The members also learned how to treat cows for various diseases common to the community as well as how to prevent those diseases. The class discovered that sanitation practiced at the right time prevents many diseases and many are practicing new rules of cleanliness in respect to their dairy herds.

How to select a good dairy cow was discussed in the classroom as well as put in practice on the farm. Trips were made to good dairy farms where animals were scored and classes of cows judged for utility purposes. The selections of bulls was also handled from the standpoint of pedigree as well as individuality.

A community system of breeding for higher production was also worked out, the establishment of bull circles being the method agreed upon for bringing about general improvement. Three register-of-merit bulls were brought to

the community and many scrub bulls were discarded for animals of better breeding.

Rannefeld, the high scorer, is milking five cows. He is testing the milk monthly and since winning the milk scale has started weighing the milk as well as the feed for all animals. "I am testing now and not guessing," Rannefeld said, and the results are disclosing losses that he had not known of before. This system of record keeping has caused him to see the advantage of this type of work and he has enlarged it to include poultry and other farm enterprises.

Learning how to write a business letter was another valuable thing learned by the class, members state, and the instructions given on how to secure farm bulletins were also of great value to those in the class. The farmer is a business man, C. T. Jones told the class, and he should use businesslike methods in his correspondence. Common mistakes made in spelling, punctuation, and sentence structure were pointed out, with members being given practice in correcting such errors that are usually made in letter writing.

How many bushels of ear corn can be put in a bin 10 x 12 x 16 feet, Jones asked, and the answer was given promptly. Likewise, the amount of hay in a stack was figured, the number of gallons of water in a cistern computed and the total number of acres in blocks of land with known dimensions were determined by class members. We tried to make the problems typical for any farm situation, Jones explained, and we encouraged our boys to bring problems from their own farms to be used for classroom study.

How to figure depreciation on farm equipment was given a thoro study as a part of the accounting course. Members learned how to make notes at the bank, what a farm mortgage is and how it functions, and the value of insurance on the farm. Members were taught how to open an account at a bank, procedure to follow in borrowing money and how to make a deposit. Thus, it may be seen that the class was learning practical things that are used in everyday farm life.

Members of the class ranged in ages from 14 to 32, with the majority of them falling between 16 and 20 years. All were on the farm at the time and only a few were attending day school. A few had had high school training but most of the members were limited in educational training, many failing to reach the seventh grade of rural schools they had attended. The Runge school board, O. M. Lewis, president, was well pleased with the interest shown in this first part-time school and the majority of the members favor its continuance. The boys, too, are urging that another such school be held and it seems that

this type of instruction will become a vital and useful part of the Runge public school program.

Individual Instruction

W. E. HOWE

INDIVIDUAL instruction may well be called self instruction. It is not new at all in education but is probably a method that could well be employed to a greater degree.

The purpose of individual instruction is to put the student on a self reliant basis as to his thinking, planning, and securing information.

Individual instruction is usually carried on in connection with project study. It is my belief that this method could be employed to a greater degree. My reasons for thinking so are as follows: each boy's project is different, even tho several are in the same enterprise. There are several different enterprises represented in all the projects. Each boy is interested only in his own project and since the projects are all different they should be studied from different viewpoints. These, then are very poor conditions in which to use the class method of instruction, and ideal conditions for individual instruction.

Each boy's farm is different from any other altho the same type of farming may be general thruout the farms represented. The boys are usually interested in the home farm to the exclusion of other farms. They are most interested in the enterprises on that farm. Each of these enterprises and the jobs under them should be approached in a different way in order to make the most efficient use of what has been learned. These, again, are much better conditions for individual instruction than for class instruction.

After considering the situation in this manner I decided to try it out. Last year I introduced individual instruction in connection with projects about the middle of the year. The boys liked it better than the other method of having the whole class on the same job. I then let them select enterprises they wished to study, make out their own job outlines, and do the jobs selected. The last six weeks of the term each boy made out his own time schedule in both shop and class work, accounting for each hour spent in vocational agriculture. They were quite successful in carrying out their programs.

The following results were observed:

- (1) The quality of work was on a par with that done under the old method.
- (2) The boys showed more interest.
- (3) They learned where and how to secure needed information.
- (4) They learned how to lay out work and to follow their plans.
- (5) They learned how to better analyze jobs and enterprises.



Supervised Practice



Financing Boy's Supervised Practice

Nelson C. Smith, Illinois; Harold Johnson, Colorado; L. E. Deister, Arizona

ONE of the real problems in securing practical and worthy supervised project work in our Vocational Agriculture courses is the difficulty of financing projects. Quite often a boy is unable to take Agriculture because of this difficulty. And, needless to say, a boy of this type, if given an opportunity, quite often makes the best booster for our Agriculture department.

How then can we, as teachers of Vocational Agriculture, aid the boy in obtaining financial backing for project work? With this idea in mind the authors of this article compiled a list of the ways in which boys have been given help in a financial way, to help them start and carry on their projects. The list is not complete, by any means, yet we feel that it will give teachers in the field a clue as to the possibilities of securing aid for project work.

General Ways of Financing

1. Boy has his own savings and money for the project. This is the ideal way if the boy wants to and can use it.

2. Financial backing of parents. This is the next best source and incidentally is a great way to bring the entire family into the business side of the boy's project, providing an agreement is properly drawn up between the father or mother and son; also the agriculture teacher should co-operate and sign the agreement as witness or as one of the parties to the contract.

3. Organization loans.

A. Future Farmer chapter. The chapter may borrow from a bank collectively or have sufficient funds for this purpose. Either way is all right, but it should be handled just as any ordinary loan, except that a somewhat lower interest could be charged when the chapter has sufficient funds without itself having to borrow it. However, many banks will discriminate on a loan of this kind and give a more reasonable rate of interest.

B. Loans from Commercial and Service clubs. Get the club to establish a fund for project work. This money is to be loaned to boys on the recommendation of an advisory committee. As the interest accumulates, the fund available increases. You can also get club members to sign personal notes for the boys.

C. School funds. (1) School board loan for starting projects. See that the fund is handled in a distinct business way. (2) School activities fund. Secure aid from Principal or Superintendent in obtaining some of the activity funds for project work.

D. Bank loans. A good training for any boy, but an adult has to back him up by signing his note.

4. Individual loans.

A. Agriculture teacher. A teacher can quite often loan a worthy boy enough money to finance his project, but he

must give the boy the proper business side of borrowing money.

B. Outstanding farmers. Quite often leading farmers will co-operate readily in helping a worthy boy get started.

C. Business men. Often feed dealers, elevator men, and the like, will help the boy along toward financing a project, particularly if the boy wants to use a special feed; he can establish a worthwhile credit for the boy and often at a cut in price.

Special Ways of Financing

1. Land rent on crop share plan. Use local conditions of rent and have a contract drawn up with the landlord and boy for their specific agreement. See that it is a fair and just agreement and that there are no loopholes which might cause trouble.

2. Livestock leases on share-lease plan. Many good livestock concerns have plans for leasing stock; also a good livestock lease form will aid in drawing up such a lease. Such a plan for swine is in use at Waverly, Illinois (see Agricultural Education Magazine, June, 1930, page 88).

3. Thrift bank. This is an excellent plan to use in the F. F. A. chapter. Each member puts 5 cents per week into the fund. This money is then loaned to boys for project work at a reasonable rate of interest. All banking business can be handled by a board of directors of F. F. A. chapter. (This plan is used at La Mar, Colorado.)

4. Magazine subscriptions. The Breeder's Gazette, in co-operation with sheep associations, secure sheep for boys who sell subscriptions.

5. Sale of Appliances made in farm shop. Place the money from such sales in F. F. A. chapter loan fund for project use.

6. Livestock Breed Associations. Animals are leased or loaned to boys thru livestock associations.

7. Local hatchery pays commission on sales of boy. Many hatchery men will pay a boy 10 percent for selling chicks for him; or the boy can take this 10 percent in live chicks and thus get a real start in poultry.

8. Selecting and harvesting seed on shares. The Casey, Illinois, Agriculture Department harvested sweet clover seed on the shares and built up a fund for their F. F. A. chapter. Also boys in corn project can secure seed to start with by selecting, storing, and germinating seed for a percent.

9. Class projects. This is an excellent way to get the boys to pool their savings and start a co-operative class project. They should share in the profits in proportion to the amount invested.

10. Get the boy a job at a creamery, or such like. This gives the boy a chance to earn a living and also set aside a dollar

or so a week for a project. Allow him to deposit this savings in the F. F. A. loan fund for future use.

As was previously stated, this is far from a complete list, yet it is surely a broad view of the possibilities and opportunities available—and is far better than the old-time idea of having Johnny's dairy calf become Dad's best cow or his gilt becoming a sow in Dad's herd. Yearly repeating this process results in Johnny going to the city and Dad says, "Well, Johnny wasn't interested in the farm, no-how."

Without a doubt there is some way to find financial backing for a project and we, as teachers, should always try to see that this kind of a handicap to a successful project is banished.

Project Profit of \$607.32

W. O. ZIRNSTEIN,
Simms, Montana

A NET profit of \$607.32 from 8¾ acres of sugar beets is the accomplishment of Raleigh Barlow, a vocational agriculture junior student at the Simms high school. Raleigh planned the project and directly did or supervised the labor required to produce the 134¼ tons of beets.

From the total income of \$1,029.79 was subtracted \$308.27 for labor, \$25.70 for seed, \$26.34 for phosphate fertilizer, \$35 for barnyard manure, and \$26.16 or the difference between the land rental of \$10 per acre and the fertilizers furnished by his father, making a total cost of production valued at \$422.47.

The net income of \$607.32 plus a labor income of \$39.16 will be invested in his father's farm in which Raleigh has a personal interest and which will later play a large part in defraying his college expenses.

Raleigh Barlow believes that a longer growing season plus the use of phosphate enabled him to raise an average of over fifteen tons per acre on the eight acres and a yield of 18 tons on a three-acre plot which last year produced only one-half that amount.

A dairy project was also carried by Raleigh this past summer. He is not only a good project member, but one of the outstanding students in high school. He is a member of the debating team, treasurer of his class, treasurer of the Dramatic Club, and vice-president of the Future Farmers of America.

Showing That Pays

Members of the vocational agriculture classes at Vinton, Iowa, won prizes at state and county fairs this year aggregating \$703.75. Their cash expenses in showing were \$172.46. If personal expenses involved in attending the fairs are added, a profit of \$231.29 still remains, in addition to the educational profits accruing.



Farm Mechanics



Kansas Boys Do the Impossible

Vocational Class Farms 75 Acres

L. N. JEWETT, Vocational Teacher, Parsons, Kansas

WE WERE fortunate in being ready to take advantage of the proposed plan for the agriculture class to operate a farm when it came to us last May. I had already made contacts with landowners in the vicinity of Parsons by attempting to secure reliable tenants for their places. Mr. White, one of the owners of the Twilight Poultry Company, called me to see if I could find a renter for some of their land that they had not been able to lease. I told him I thought I could arrange to get the land worked, altho this was late in the crop season, about the tenth of May.

The land was very poor as it had been farmed to wheat for years until the fertility was so low that it would not make a return large enough to pay for the cost of production. The year previous a small patch of the best land had been planted to corn, but the crop was so poor that they did not even harvest it. There were about 75 acres in the tract and much of it was heavily sodded to water-grass and weeds. I put the proposition up to the boys and we went out to see the land and decided to try to work out a plan to handle it. The boys decided that soy beans would be the best crop to grow on such poor ground that late in the season. They tackled the study of soy bean production with a vim and interest that surprised me. The boys went to Mr. White and he offered them a very liberal lease because as he said, they had been forced to hire a man to mow down the weeds in order to keep the place presentable.

The lease was to the effect that the owners of the land would furnish the seed and inoculation until the crop was produced and sold. This expense was to become a first lien on the crop. After this was paid, the company was to get one-third of the crop up to \$1 per acre. This was not much of a return, but it must be remembered that a good deal of the land had not been in crops for several years and was very difficult to plow.

The next problem we had was to secure the machinery to handle the project. This signed lease was the first step and gave us something to work on. The

boys were enthusiastic over the plan but it seems they were to run into a snag.

The boys and I called on all four of the machinery companies that sell machinery in Parsons, and asked them to co-operate according to the plan suggested. While they were considering this plan we asked the support of our superintendent, Mr. Hughes, and of the school board.

Mr. Hughes was very much in favor of the idea of the plan but cautioned us that it would be difficult to execute. Such a project attempted and allowed to fail would damage the morale of the department and the attitude of the farmers very much, he thought. We are indebted to Mr. Hughes for his hearty support and constant interest. He visited the project in nearly every stage and feels that it has been very much worth while.

The Massey-Harris Company and the John Deere and the Caterpillar local dealers took up the plan with their respective headquarters. The John Deere Company said that they would be very glad for us to use their machinery but the only plan they would consider would be for the school or some reliable person to sign the notes and actually buy all of the machinery with the special privilege of waiving a down payment and letting the crop pay for the machinery.

The boys did not consider this feasible. Mr. Iverson, assistant sales manager of the Caterpillar Company, wrote a very interesting letter in which he said that they would do it if they felt more certain of the success of the plan. He said that every teacher of agriculture was a mighty busy human and lacked the experience to successfully carry on such a project. He said the

local dealers would be glad to demonstrate the operation of the machinery on their own sales floor. Our experience with the project makes this read like a huge joke.

Mr. Young, the manager of the local International Harvester Company plant, at first made light of the project by calling us "boy scouts." The boys insisted that they meant business and finally Mr. Young explained to us the whole difficulty of the plan. It was that if a new machine is taken out and used, even on a small acreage, the depreciation on it is very great. Dealers are leary of any plan that will take a new machine and make a second-hand one out of it. He explained that the reason for this was the fact that when a purchaser comes in he will refuse to accept any such machine unless it can be purchased at a greatly reduced price. This is human nature. He told the boys that he would have to be assured \$600 in order to make up the depreciation on the machines used. The boys decided it would be impossible to make this guarantee and voted to give up the project as a class.

It seemed to me we were missing a mighty fine opportunity to give the boys some experience with machinery and for a good project with such a liberal lease. The thought occurred to me to make use of some tractors that the boys had, and rent from the International some machines we needed. We were fortunate in having one of the boys whose dad owns a Farmall, altho he did not own a cultivator attachment. The father of another one of the boys owned a 15-30 International. These boys agreed to tackle it with their dad's consent and we began planning our group project.

Next, we had to figure a way to finance the gas bill. This constituted a big problem. We figured it would take \$200 to buy the gas and oil to carry the project to completion. We scouted around and finally located a gas dealer who was a good scout and had attended our agricultural college. He was interested in the project and agreed to go shares with the rest of us, to furnish the needed gasoline, oils, and greases, and to wait



for his pay until the beans were sold.

We started to plow the ground on May 24. We plowed a couple of days and it was very apparent that we could not get all of the 75 acres plowed, disced, harrowed, and planted in time for best results. We conceived the idea of having all the machinery companies out on a plowing demonstration for us. We asked the companies and they heartily agreed to do so. The Parsons Daily Sun contributed a \$25 display ad to advertise the demonstration. The Massey-Harris Company brought out their four-wheel drive general purpose tractor and pulverator plow, also their 15-30 tractor and the one-way disc. The John Deere Company brought their 15-30 and one-way disc. The Caterpillar people entered a 30 and the International Harvester Company brought out a new Farmall and 15-30.

We plowed about 50 acres that day and then we proceeded with the boys' 15-30, with plowing and discing. The weather had been rainy up until the time we plowed the ground but it turned dry and threatened to dry out our ground too much. We hurried the discing as much as possible but we decided that the ground was drying so rapidly that it should be rolled. We hooked up the harrow with the corrugated roller behind, which we borrowed from a neighboring farmer.

We made a deal with the International Harvester Company to rent a planter, a rotary hoe, and motor cultivator for \$100 for the season. The question of what variety of beans to plant was a serious problem. The county agent recommended the Lareto bean. This is a hay bean but is late and does not always mature seed. However, it is the heaviest yielder when it does mature. Mr. E. B. Wells, extension soil specialist from the college, and Mr. I. K. Landon in charge of the experimental fields of southeastern Kansas, urged us to plant the A. K. variety. This bean has given the most consistent yields over a period of years and was especially good when it was desired to combine the crop for seed because of its habit of growth. We finally decided on A. K. variety because of the harvesting problem.

We secured certified A. K. beans from Fort Scott and got ready to plant them. We took the horse planter from the International Harvester and borrowed another from a neighbor, installed stub tongues in both and hooked them up to the Farmall. We planted them as recommended, regular corn-planter width so that we could use the motor cultivator. We made short work of this operation by planting four rows at a time. We inoculated all of the beans but the ground was very dry, even dusty, and we did not get as good results as tho the ground had been a little more moist. We did not have to harrow or disc the ground that had been plowed with the pulverator plow but planted directly without further preparation. After about six days, it began raining again and rained almost constantly for over a week. The beans came up nicely and we got a good stand. It rained so much it crusted a good deal of the ground and when it finally did dry off so that we could use the rotary hoe, the ground had packed and crusted so badly that we had to weight down the hoe with heavy rocks. We borrowed another hoe

and hooked up the two behind the Farmall. We were not satisfied with the results because the ground was so hard, so we got a four-section harrow and harrowed it all. About two weeks later we went over it with the rotary hoe again and then about a week later we started the motor cultivator. We had very few weeds by now. We had a rain a short time after cultivation which crusted the ground again. We went back over it with the rotary hoe for the last time. At this time the beans were about 12 inches tall and of course we killed a few beans but with the ground loose below we feel it did excellent work. We did not need to cultivate it again for a considerable time because the weather turned dry and a few weeds grew. Yes, the weather turned real dry, in fact we had the driest weather that had been recorded here in 47 years. The corn and sorghum crops dried up; even our beans showed signs of damage. Many of them curled during the middle of the day, on days when the hot wind blew. We were rather doubtful of the results at this time, but the fact that we had kept the weeds down resulted in a considerable saving in moisture. The ground dried out as deep as we cultivated it but there was moisture below. Up to this time we found no nodules on the beans. Late in the summer it started to rain and the beans looked better. As the weeds started up again we made our last cultivation. Some of the beans were in bloom at this time and we were afraid we would damage the flowers but we wanted to keep the weeds in check so we went over it this last time. During the time we were plowing, the boys were given an opportunity to operate the different machines. Especially were the Massey-Harris and John Deere people courteous in letting the boys operate the machines and explaining the different points in their operation. Some of the companies were consumed with the competitive idea, wanting to have straight rows and nice plowing so as to appeal to the public and would not let the boys drive their machines. This is a natural but selfish motive.

The extreme dry weather stunted the growth of the plants and the beans matured with the height of plant ranging from 14 to 20 inches. It began to look like we would not get over 4 or 5 bushels of beans to the acre, but the beans went ahead and set a nice crop. Our next problem was harvesting, and we had planned to use a combine in order to reduce the cost. The International Harvester Company has sold a No. 6 eight-foot combine to a man about 25 miles from here. We decided to use this machine because the soy-bean attachment could be bought for \$11 and the International would get it for us and keep it in stock without charge. The soy-bean attachment for the No. 8 combine would have cost us \$85 and naturally we could not expect such service on this machine. We made a deal with the owner of the combine to rent it for \$100. The International were kind enough to loan us a large truck which we used to haul this machine 25 miles to our field. We went out as a class and with the help of the International expert, put on the attachment and set the machine in readiness. The next problem we had was the power take-off for our 15-30 tractor. We borrowed one that had not been installed and we

learned how to attach it. We then hooked up the machine and started the combine. The picture was taken the first day. We did quite a bit of experimenting to adjust the wind and the riddles for best results. We received instruction and direction from the combine man for the International Harvester Company. The International combine has a solid platform that raises and lowers but will not tilt. This made it so we could not get closer to the ground than about four or five inches and so we lost quite a few beans at the base of the stalk. It seems that a low bar attachment on the platform can be added to make the machine cut right next to the ground. In an ordinary year, however, the A. K. beans will be high enough and the beans will not set so close to the ground as to give us any trouble. The machine worked nicely and we ran right thru to the finish except for one stop on account of rain. We were anxious to let the beans get dry enough so the germination would not be injured. We really waited too long to start in anxiety over the germination and as a result many of the later beans popped out before we got to the harvest. This was increased because of a sharp killing frost that hastened the drying process. We sacked the beans and stored them to dry out. We still have the problem of recleaning and sacking and selling these beans. We had them certified by the Kansas Crop Improvement Association and the indications are that we will have no trouble selling the entire 600 bushels for seed. We feel that we had a mighty fine opportunity to get some good experience in the operation and care of these machines. It was very enlightening to find the condition that one of these tractors was in. When we asked the father about the use of the Farmall he said it was in good shape except a little something wrong with the carburetor. When we investigated we found that the brakes were completely worn out and one shoe was broken on the mechanism that locks the rear wheel for short turning. The gears and spindle that control turning the front wheels were worn so that it was difficult to drive it down the road. It was necessary to completely overhaul these parts. The International cooperated with help and only charged us 50 percent of the cost of the repairs. We found that it would be impossible for a dealer to teach the boys how to operate their machines on their own sales floor as our caterpillar friend suggested.

The necessary cash expense will be paid and the money remaining will be divided among those in the group. We feel this has been a very valuable project to create interest among the boys, to give them an unusual opportunity to learn by actual experience the operation, care, oiling, and repairing of different farm machines as well as a community project to show what may be done on the poor worn out soils.

The question of depreciation is the difficult one and will require that large enough area be farmed to justify this depreciation. We would like to see this project developed until we could rent a place well enough equipped to carry on a dairy class project, furnishing milk for school use, some baby beef projects, and so forth, and raise all the feed for them. This may be too much to hope for but it might materialize.

Cleaning Up the Shop

DONALD PHARIS,
Richmond, Missouri

THE call: "Time to Clean Up!" has no worries for me now, because I have "placed" most all of the work on the shoulders of the boys, and they like it—and it does them good.

At the beginning of the shop year the boys elect a shop "Cleanup Manager," and a "Tool Manager," whose business is to see that the shop is cleaned up properly and the tools returned to their proper places in good order.

The cleanup manager, with the advice of the teacher, assigns a certain place in the shop for which each boy is to be responsible for keeping in good order. One boy has a certain bench; another sees that the forges are cleaned and neat; another sees that the lumber racks are kept in order; another sees to the nail boxes, keeps them filled and sorted properly, and so on.

Every boy has his job; he is a responsible person, and he knows it. When the manager finds a certain part of the shop not left in proper order, he knows just whom to jump on, and to report to the teacher, if necessary.

When the cleanup manager says "O.K." to the teacher, the teacher gives the word of dismissal. No one is allowed to leave until the teacher gives permission, and he does not do this until the cleanup manager reports to him that the shop is in order.

The boys now know that the shop is their own; each one has his job, and the work is far easier for the teacher.

Shop Point Grading

W. F. BARKER,
Amaden, Ohio

I WAS very much interested in the article by Mr. L. C. Shank on "Grading By Points" in *Farm Shop*. I have been using this system and was glad to get a list of Mr. Shank's shop jobs and point schedule.

I have come to the conclusion after four years of experience that we cannot emphasize quality of work too much. In using the point system I not only give points for each completed job, but I grade each job. This holds the pupil down to doing neat work besides getting quantity. This trains them to do the best work in the least amount of time; a quality which the world demands.

For every five points below standard one step of our grading system is taken from their grade and for every five points above our standard one step is added to the grade; thus the grade passes or fails to pupil.

I have had no trouble with the boys getting too many points as might be expected. This can be avoided by adjusting the point schedule and grading system to suit.

I require that each boy get a certain number of points in each type of work such as soldering, leather work, rope work, and so forth. This gives the boy the greatest variety of experience. With a few such regulations the system nearly works itself, allowing the instructor to use more time for teaching instead of supervising.

The advantages of the system as I see it are: it promotes a more industrious shop, it develops efficiency in the boy, it solves the discipline problem, the instructor has more time for teaching, and the boys like it.

Books You Should Know

A Thought-Provoking Book

HANDBOOK of Teaching Skills," John Wiley and Sons, Inc., by W. H. Lancelot of Ames, Iowa. The most logical treatise of the business of teaching that has come to my attention. A careful reading of this book will convince the most skeptical that teaching is more than a stuffing process, and will portray in the clearest of language the skills involved in good teaching. "It follows that teaching, which seeks merely the acquisition of knowledge, which gives no thought to whether the facts acquired will be retained or forgotten, and which measures its results by tests of any description revealing only temporary possession of the knowledge at or near the time of its acquisition, is essentially malpractice, and as such should be repudiated by right-minded teachers generally," is a statement by the author which illustrates the grasp of the problem and clarity of expression.

Professor Lancelot states that three primary determinants of retention appear to be indispensable; namely, Interest, Understanding, and Use in Our Thinking. All good teaching should have, among other aims, these three: (1) to develop interest in the thing taught; (2) to secure clear understanding of it on the part of the students, and (3) to incorporate it into their "systems" of thought in such a manner as to insure that it will be used subsequently in their spontaneous thinking. The first seven skills deal with the problem of interest, six of the listed skills contribute directly to true understanding, and while most of the skills involved have some bearing upon subsequent use, the two last listed skills have particular importance in this connection. This book is not designed primarily for Smith-Hughes teachers of agriculture, but is intended for all persons who want to make of themselves better teachers. A "Handbook of Teaching Skills" is the most interesting, stimulating, and worthwhile text on the business of teaching that has come to our attention and we strongly recommend an intelligent perusal of same.—A. P. D.

A Stimulating Book

TOO Many Farmers, by Wheeler McMillen, published by William Morrow & Company, New York, price \$2. An immensely interesting book that should be carefully read by every Smith-Hughes teacher, his farmer patrons, and such of his students as possess inquiring minds. The book contains 334 pages, divided into eight parts and 46 chapters. The number of chapters will give one an idea of the diversity of agricultural problems discussed. You may not agree with the author in all his premises, but you will be stimulated to clearer thinking on problems vital to all vocational agricultural workers. Many times honored theories are challenged, and smug complacency is given a rude jolt. Political "panaceas" will not aid the American farmer, but he can help himself thru education and intelligent application. Many chapters in this book could well be used by your Future Farmer Clubs as subjects for study and discussion. Not much space is given the program

of vocational education in agriculture. McMillen thinks we have too many farmers, and you will likely agree, but he believes in the future of farming for those who have ability. Smith-Hughes teachers should read this book, as their primary purpose is to train young men to be intelligent farmers. For an interesting and stimulating portrayal of the agricultural situation in all its ramifications, we have not seen the equal of *Too Many Farmers*.—A. P. D.

A Help for Speakers

How to Speak Effectively, Peabody; publishers, John Wiley and Sons, New York City; price \$1.50. Everyone would like to speak effectively—and most of us do not. The writer has bored others and he has frequently been similarly afflicted by others. Future Farmers and especially officers and advisers are called upon to speak frequently. We often really do have something worthwhile even tho we have a hard time explaining. We tremble and stutter and flounder.

We have tried to read books on public speaking but they are dry and impractical. They seem to be written for teachers of English and Patrick Henrys. *How to Speak Effectively* is written for us. The suggestions are practical, the language non-technical and the whole publication is brief and enjoyable. Above all it simply tells us exactly how to prepare a speech or talk and to give it. There is also a division devoted to the conduct of meetings presenting clearly all that most of us really need to know about such a responsibility. This alone justifies the purchase of the publication. The chapter officers should have a copy available and they and all the members should use it. Why shouldn't five minutes be devoted at several meetings to a few of the features which every F. F. A. should know? Thus at one meeting a member could explain and demonstrate how a motion should be put and handled.—E. C. M.

Soils

Soils and Soil Management, by C. E. Millar; 465 pp., profusely illustrated, Webb Publishing Co. Twenty-seven chapters are treated. The problem method is used. Students are encouraged to make a thoro analysis of the problem before beginning the discussion of ways of solving same. The personal direction attitude is carried thru-out the book. The plan of organization and presentation of subject matter will aid in bringing about a spirit of co-operation between student and teacher, and unless such a condition exists there is likely to be little teaching accomplished. Technical knowledge necessary to answer the various management problems arising on the farm, home grounds, and garden is included. The book is well illustrated and a glossary is included.—A. P. D.

H. B. Allen, director of education for Near East Relief, Salonica, Greece, recently sent his check for three subscriptions to *Agricultural Education*.



Future Farmers of America



The Future of the American Farmer

[This Speech Placed Third in the National Contest]

ROBERT JONES, Vocational Agriculture Student, Hooper, Utah

IN NO field of production has there been a more amazing change during the last century than in agriculture. As a result of this transformation, there has arisen a new and significant problem upon the solution of which largely depends the future of farming. To comprehend the truth of these statements, let us compare the modern farm with the farm of a hundred years ago.

During the early nineteenth century the tiller of the soil worked with a wooden plow and wooden harrow which he made in his own shop. In a garden at one side of the house he produced his own fruit and vegetables. This farmer had no surplus to market, and he neither depended on other industries nor co-operated with neighboring farmers. On his farm seeds were broadcast or hand-dropped, and the farmer cultivated with a hoe. After a long summer's toil was over and the grain had ripened, he cut it with a scythe and cradle, and flailed out the kernels. His equipment was indeed inadequate. Great crop losses resulted from poor seed selection, inadequate cultivation, lack of control of weeds, insects, and other pests—all evidences of unscientific methods. To change his conditions, it was necessary for this farmer to increase production.

The modern agriculturist is fitting himself into a world of specialized industry. More than ever he depends upon others to produce part of the things he needs and to consume part of his production. He prepares vast acres for seed with tractors and steel plows. The scythe cradle has been replaced by combine harvesters. Electric power lights his buildings and drives his stationary machinery; adequate equipment now saves time and strength for the successful farmer. Today certified seed is widely used; plant pathologists and ecologists have found ways of fighting weeds and insects and of guarding animals against diseases. Science has made its contribution toward increased production and will continue to serve the farmer when he is confronted with production problems.

But this utilization of science has brought a more difficult problem which remains to be solved, that of more remunerative marketing. Money and research spent to increase production benefit little unless the farmer can dispose profitably of the new surplus. The most difficult problems associated with marketing arises from the fact that the modern farmer has little control over the market in which he does the buying and selling. He buys in a market in which the sellers have already secured

for themselves the advantage of co-operation and controlled output. He sells in a market in which he competes with his fellow farmers for the price the consumer will pay for an article that is injudiciously marketed.

Conditions such as these indicate that the solution to the most significant problem of agriculture is co-operation in marketing. But such co-operation cannot be attained until the farmers sense their inter-dependence and are willing to forego temporary individual advantage for the ultimate good of all farmers in their line of production.



Robert Jones, Hooper, Utah

Winner of third place in the National F. F. A. Public Speaking Contest. Active in school affairs, successful in his work, he made a splendid impression before his audience in Kansas City. He will succeed in life.

According to the American Farm Bureau Federation, agriculture is only 33 percent organized as compared with 75 percent for industry in general. All observers agree that other industries have been more efficient than agriculture in purchasing and marketing. To improve this condition the farmer must organize.

His first objective thru co-operative effort would be to regulate the volume of production. The necessity for this is made evident by the recent condition of the wheat market. By making use of data collected by the Federal Farm Board, national co-operatives, and agricultural colleges, the farmer could more nearly adjust supply to demand and improve his system of production.

The second function of the farm organization would be to control market-

ing, both buying and selling. One organization revealing the benefits of co-operative purchasing is the Grange League Federation, which operates in and around New York State. It is principally a feed and grain service organization; but in some cases it handles other farm supplies. According to its publication, *The Shareholder*, the net wholesale purchases by patrons over a ten month period ending April 30, 1930, totaled slightly over \$24,500,000. The ratio of overhead expense to purchases, during this same period, was only 1.1 percent. The 65,000 farmers, who themselves own and control this organization, benefit by savings that result from this low overhead and from a rebate on their purchases.

That the co-operative selling of farm products adds a further solution to the farmer's problem is shown in the instance of the Utah Poultry Producers Association which has been operating successfully for seven years. At its beginning, according to Clyde C. Edmunds, general manager, the producers were able to get only about 10 percent of their eggs in the top grade, while today the average thruout the state would be approximately 60 percent. By reason of the improvement of quality they are realizing at least \$2 per case more than before. Thru co-operative selling they actually procure 75 percent of the retail selling price on the New York market. For 1929 the association showed receipts of \$9,200,000. It saves the farmer approximately 30 percent on all the feed that he buys; and the association's auditor reports that its percentage of overhead expense was the lowest of any firm he had ever audited.

A typical marketing organization is the National Livestock Marketing Association which promises to make a real contribution to the future of farming. The *Breeders Gazette* publishes the following statement: "A farmer-owned and farmer-controlled system of livestock marketing which has long been dreamed of is now here under the sponsorship of the United States government itself. Every co-operative livestock marketing group in America may now affiliate with the National Livestock Marketing Association." This masterly accomplishment has been achieved largely thru the efforts of the Federal Farm Board. It will be possible for this organization to control the future livestock market over the entire country.

But as further insurance of the future success of farming the farm youth should be educated in present-day prob-

(Continued on the next page)

lems. Theodore Roosevelt once said: "If you are going to get better farming, educate the boy not the farmer." The 4-H Club and the Future Farmers of America should contribute much to the future of agriculture. Chapters of the Future Farmers of America designated as F. F. A. have been established in agricultural schools in 42 states. Certainly the uniting of 350,000 4-H boys and 75,000 Future Farmers should be a step in the right direction. The value of the training given by these two organizations is illustrated in the case of a boy who won the right to represent his state at the American Royal Livestock Show last year. He began his career as a member of the 4-H Club and continued in vocational training until he became a Future Farmer. He now owns six registered dairy cows, a modern poultry coop, and 250 pullets. Last summer he grew an acre of onions. His investment represents a total of \$1,950 which he has earned from the results of his own labors.

The most significant thing the F. F. A. can do in this great movement is to supply leadership. Upon one occasion Secretary Hyde of the Department of Agriculture stated that: "The possibilities of the F. F. A. are immeasurable and thru their leadership we may expect a new agriculture; an agriculture lighted by science and organization to demand an equal share with industry in the nation's general prosperity." If the farmer of tomorrow is a product of such organizations as the F. F. A. and the 4-H Club, he will certainly possess the spirit of efficiency and co-operation.

Already he has solved the problem of the past, which was to increase production. But out of the solution to that difficulty arises the problem of marketing. When the American agriculturist is so educated and has such leadership as will enable him, thru co-operation, to regulate and to improve production and to control marketing, he will have surmounted his present problem. Then the American farm will indeed be what the poet called it: "The home of happy men."

Iowa Selects Speaking Subject

IOWA'S "Open Forum Contest," which is intended to connect with the National Public Speaking Contest, is being conducted this year for the second time under somewhat different rules. State finals will be held May 7, 1931.

The subject for discussion this year is "What can Iowa farmers do toward the prevention and control of agricultural surpluses?" Each contestant will offer a 12-minute presentation, to be followed by eight minutes of questioning by judges and audience. Contestants are limited to representatives of Future Farmer chapters.

The judges are Charles E. Hearst, president of the Iowa Farm Bureau Federation; Glenn B. Miller, president of the Iowa Farmers Union; and H. A. Wallace, editor of *Wallaces' Farmer*.

It is expected that local contests sponsored by Future Farmer groups will be generally held, stimulating wide discussion of the surplus problem thru the state during the coming fall and winter.

A source book and bibliography is being prepared which is available in limited numbers to persons outside Iowa.—H. M. H.

A Letter From the F. F. A. Camp in Tennessee

F. F. A. Camp, Doyle, Tennessee.

August 12, 1930.

Dear Bud: You know I promised to write and tell you something about the Future Farmers' Camp, Bud, if you had known what I know now you would have come on with us, anyway. Boy! it's great.

I hardly know how to tell you all I want to tell. Suppose I start at the beginning: You know we left Mt. Juliet about 8:30 Monday morning. Well, we came up to camp by way of Murfreesboro and McMinnville. The camp is located two miles off highway No. 1, about ten miles south of Sparta. We came to camp just before dinner. The first place we came to was the main building. It is a large, three-story frame structure, auditorium and kitchen on first floor and lockers and sleeping quarters on the second and third floor.

We were met by Mr. G. B. Thackston, our supervisor for Middle Tennessee. He issued us our equipment which consisted of a regulation army mess kit, knife, fork, and spoon, and an enamel cup that will hold about a quart. We soon used these, as the dinner bell rang about this time. We passed by the counters and were served cafeteria style. And boy, what helpings! Cornbread, creamed potatoes, fried chicken and gravy, iced tea (the big cup full), and ice cream. We took our food down the steps into the dining hall. There is nothing in the dining hall except a table 50 feet long, with benches on each side to sit on.

After finishing dinner, we took our "dishes" and washed and dried them. (This was the first time I missed mamma.)

Immediately after dinner we were assigned lockers and cots. The cots are double deckers—one fellow sleeps about three feet above another. I happened to get a "lower." I am glad of it, for I might fall out and get a hard bump. There are cots to accommodate 200 boys.

Just off the northwest corner of the main building is a small structure. In this are servants' quarters, showers, lavatories, and so forth. It sure does feel refreshing to get under a cold shower, after having so much hot, dry weather at home. The next place we visited was the swimming "hole." It is the Caney Fork River, about nine miles above Rock Island dam. The water is from three to twenty feet deep. Anchored to the bank are two floating docks to play on, a motor boat, and about a dozen rowboats. These boats are privately owned but can be rented for a small sum.

Several of the boys go boating every day, and a few have put out some trout lines.

Now, Bud, I'll tell you what we do during the regular day: A whistle blows at 5:30 a. m. This is a signal to rise and dress for breakfast. If a fellow wants to, he can go to the river and swim for half an hour. My observation is, however, that few boys avail themselves of this opportunity. They begin forming a line in front of the dining-room door nearly an hour before each meal.

After breakfast a group of boys cleans up the building and grounds. This takes

less than an hour and each boy works in this group once during the week.

The rest of the morning is taken up in sports. Baseball, tennis, pitching horseshoes, swimming, boat riding, or whatever a fellow wants to do. John Murray was a star in some of the baseball games. He and "Moon" Garrett got right hot in the horseshoe pitching contest, too.

Dinner is served at noon. From then until about 2 o'clock is a rest period. A fellow may sleep, play checkers, dominoes, or read the papers. The camp gets a bundle of each of the following papers: Nashville Tennessean, Knoxville Journal, Memphis Commercial, and Commercial Appeal.

From 2 to 6 p. m. are sports again. Supper is served at 6:30. After supper, vesper services are held, announcements made, and stunts put on. Indoor games are also played after supper.

At 10 p. m. we begin to get ready for bed, and at 10:15 the lights are turned out. I am unable to give you any report of happenings from then to 5:30, as I am unconscious during that period.

Bud, a West Tennessee boy has challenged me to play him a game of horseshoes, so will tell you more about the camp when I see you.

I know when you hear all about the good times to be had up here you will plan to come next year. It's great! Our boys are planning to come up next summer just after corn is laid by, and before tobacco is cut and put in the barn.

See you at school September 1.
Bill.

Vinton Iowa Teacher Conducts Corn Tests

FOR many years Mr. A. B. Kirk, teacher of vocational agriculture at Vinton, Iowa, has conducted one or more community corn yield test plots annually. The method he has evolved for managing these plots is well brought out in the following statement regarding the two plots he managed this year.

In one plot 23 strains were entered along with a cosmopolitan sample made up by mixing samples from 39 local farms. The cosmopolitan sample yielded at the rate of 51.9 bushels per acre; the various strains ranged from 0.7 bushels to 68.94 bushels per acre.

In the other plot 20 strains and a cosmopolitan sample were planted. The general sample yielded at the rate of 36.39 bushels per acre, while the other samples ranged from 34.06 bushels to 55.05 bushels per acre.

Samples of approximately two quarts each were taken from gallon lots supplied by co-operators. There were two rows of each sample. Corn from 200 hills of each sample in the center of the field was husked. The corn from the two rows of each sample was thrown between the rows. It was then sacked and carried to the ends of the rows where the good corn and the nubbins were weighed separately. Thirty-five pounds of corn from each sample was then taken to the agriculture rooms for use in moisture tests on which the yields will finally be based. The yields tentatively reported were figured on the basis of 75 pounds to the bushel.

On both plots hybrid corn from the state college out-yielded all other varieties. Other hybrid strains made superior yields as well.

Georgia Future Farmers Hold Conference

M. D. MOBLEY, Assistant State Supervisor for Agricultural Education, Tifton, Georgia

DURING the third week of July members of the Georgia Association of Future Farmers of America held their second annual conference. It was a conference in the strictest sense—not a rally. Practically every local chapter in the state had from one to three delegates in attendance at the conference. For the most part the delegates were officers of the local chapters they represented. Many were sent with expenses paid from chapter funds.

The Future Farmer Conference was held at the same time and the same place as the annual conference of the Teachers of Vocational Agriculture. As a result of this teachers who had met with difficulty in fostering the Future Farmer movement were given an opportunity to catch a glimpse of the spirit of the movement and to learn from the discussions carried on how to overcome certain obstacles.

At this second conference a new procedure was followed. The first hour each day was devoted to what might be called a "School for Officers of Future Farmer Chapters." The delegates were divided into groups and were led in discussions concerning their duties as officers of local chapters of Future Farmers of America.

The group composed of presidents and vice-presidents studied and discussed parliamentary procedure. Each boy in the group was given an opportunity to preside over the meeting. Other responsibilities of local presidents in carrying on and promoting the Future Farmer organization were discussed. The secretaries who met in a group to themselves studied how to write minutes of a meeting, how and what records to keep, and the duties of a secretary of a Future Farmer Chapter in general. Treasurers studied how to organize and conduct a Thrift Bank. Reporters received instruction in writing news stories concerning the work of local chapters.

The next two hours of the conference each day, at which time all the delegates met in one group, were devoted to talks and discussions pertaining to various phases of the Future Farmer program. These were the regular business sessions

of the conference, which were presided over by the president. In fact the president and other officers were absolutely in charge of all business meetings. It was an inspiration to see how well they conducted the meetings, and the interest and enthusiasm they manifested in doing it.

During the business sessions of the conference, a report was given from every local chapter represented. This proved very interesting and helpful, due to the fact that many activities that might be carried on by a local chapter were mentioned and discussed. For the most part, the boys furnished their own programs. Very few outsiders (non-members) were invited to speak on the program. Each boy who was assigned a part of the program came thru in fine shape. As a whole the boys gave better attention to speakers from their own group than they did to the much more capable speakers who were invited in to talk to the delegates.

The initiation team of one of the local chapters was in attendance and gave a demonstration, in the presence of all the delegates, in initiating "Green Hands" and "Junior Farmers." This was very interesting and instructive to the delegates.

The afternoons and evenings were devoted to entertainment, recreation, and contests. The State Elimination Stock Judging Contest, and the finals in the State Future Farmer Speaking Contest were held as a part of the activities of the conference. Initiation of Georgia Planters was an important part of the week's activities.

Great interest was shown in the election of state officers. The executive committee placed in nomination from two to three boys for each office. Printed ballots were handed to each delegate, and the candidates for each state office were introduced and given two minutes to speak to the group. The delegates then voted by secret ballot for the various candidates. Each local chapter in good standing was allowed two votes.

During the conference certain guiding principles that should be considered in building a program of work for a local chapter of Future Farmers were

worked out and adopted. They are as follows:

1. All activities carried on should be in keeping with the purpose of the organization as set forth in the constitution and by-laws of the Future Farmers of America.

2. With few exceptions, only activities that demand group action or offer opportunity for participation of a number of persons of the group should be considered. (It may, of course, be desirable to carry on a number of activities with a few different persons greatly interested in each. Such would provide for individual differences and at the same time give opportunity for participation by all members.)

3. A Future Farmer chapter should assume responsibility for carrying on only such activities as the members are capable of carrying to successful completion.

4. Where there is a felt need for a particular activity do not lose the opportunity to sponsor and promote it.

5. Study the local situation, condition, and need. The activity carried on in one place may not succeed in another. Local conditions alter activities.

6. Do not force participation in an activity. Forced participation cannot expect enthusiastic support.

7. Develop community and faculty support and *student interest*.

8. It is not necessary to promote every activity suggested. In fact, the best plan is to select a few of interest and give them full and wholesome expression.

9. Select activities of the "do" type.
10. Study the trends of adolescent life. Promote activities that give expression to desires of modern youth.

A program of work for 1930-31 was worked out and adopted. Instead of a program of work it might better be called *Goals* to be reached. They are as follows:

1. To have a functioning chapter of Future Farmers of America in every federally aided or supervised school by July 1, 1931.

2. To have at least one meeting of officers of local chapters during the year

(Continued on the next page)



Georgia State Delegates to F. F. A. Conference

in each vocational district at the same time and place that teachers hold one of their district conferences.

3. To have at least two officers, president and one other of each local chapter attend the state convention with expenses paid. Funds for defraying expenses to be raised by local chapters.

4. Every chapter to promote thrift and savings by organizing a thrift bank before July 1, 1931, and by encouraging sound investments.

5. To have meetings of local chapters at least once per month, and to have really worth while programs that tend to carry out the purposes of the organization and to accomplish the goals set forth here.

6. Every chapter to carry some activity for raising the money needed for defraying expenses of local chapter and to pay the dues of members who are unable to do so themselves.

7. To have a paid-up membership of at least 2,500 boys before July 1, 1931. (All dues to be sent to the executive secretary on or before October 1.)

8. To help in an occupational study of former vocational agricultural pupils.

9. Every chapter to participate in the Public Speaking contest.

10. To have the state association represented at the National Congress of Future Farmers of America by at least two members.

11. To have every member carry on a complete supervised practice program in an approved manner.

A 7,100 Mile Tour

THE vocational boys of Arendtsville for the last four or five years have taken agricultural trips, generally lasting from one to two weeks. This year their trips extended over a period of 31 days. The boys took with them their own provisions, camped out, and prepared their own meals.

It is indeed hard to estimate the value of a trip of this kind to boys who are preparing themselves for the vocation of farming. The group projects carried on by these boys in order to finance this trip stimulates co-operation, one of the essential factors that is needed in agriculture today. Instruction thru group projects of this kind is one of the very best methods of teaching agriculture. To visit the large cities and large universities with their experiment stations,

seeing the natural wonders of Colorado Springs, Garden of the Gods, the Royal Gorge, the Yellowstone and Glacier National Parks was a great inspiration to the boys.

The thousand-mile trip thru the wheat belt surpasses the textbook, bulletin or classroom instruction in giving the boys an idea of this extensive type of specialized farming. Another interesting feature of the trip was the journey thru the livestock country ending with a trip thru Swift's packing plant at Chicago. The boys returned to their home farms with a much better understanding of the farm problems of today.

More trips of this nature are being taken each year by vocational boys in Pennsylvania. They are becoming an annual feature in many of the schools. This type of education will go a long way toward extending the horizon for these Future Farmers and giving them a more comprehensive grasp of the problems that face the American farmer today. It will impress upon them the necessity of a more adequate preparation for the business which they are preparing to enter in the near future.

Wyan Washburn, "Carolina Farmer"

DURING the past four years Wyan Washburn, a senior of the Lattimore High School, Cleveland County, North Carolina, has completed 17 projects, eight of which are up to the standard in scope. This makes him an average of 4.25 projects per year with two a year up to the standard in scope. From these projects he has earned a total of \$2,616.75 and of this amount \$1,202.28 is profit. At present he has \$376.94 invested in farming and \$750 in savings which he plans to use toward a college education.

Wyan's supervised practice work in agriculture has helped to bring about many improved practices on his father's farm and he and his father are partners in the business of farming.

Wyan has represented the school in numerous contests. He won first place in the Cleveland County cattle judging contests his first and second years in high school and received \$12 in cash prizes. He won a declaimer's medal and the medal for the best student in agriculture his senior year in high school.



Wyan Washburn in His Cotton Field

Maryland F. F. A. Is Active

J. D. BLACKWELL,
State Adviser

NO ORGANIZATION of farmers in Maryland during the past two years has been of more significance than has the Maryland Chapter of F. F. A., which was organized at Frederick, Maryland, on October 18, 1928, with more than a hundred charter members present.

A constitution was adopted and state objectives set up. The selection of Edwin Cissil, of the West Friendship High School, as the first president, was fortunate, since he is an outstanding leader among the youthful farmers of the state. On January 11, 1929, a charter was granted to the Maryland Chapter as the ninth State Chapter of F. F. A. During 1928-1929 the 16 local chapters organized, set up objectives, held regular meetings with definite programs, held Father and Son Banquets, and assisted in making the state-wide Public Speaking and Poultry Judging Contests and the luncheon meeting of F. F. A. at the University of Maryland on May 3, 1929, a success.

During 1929-1930, the Maryland branch of F. F. A. assisted in carrying out the following activities: Second Annual F. F. A. Banquet held at Frederick, Maryland, on October 19, at which Everett Weitzell, of Accident Chapter, was elected president; State-wide Dairy Cattle and Corn Judging contests held at Frederick Fair on October 20, at which the team was selected to represent Maryland in the National Vocational Boys' Judging Contest at St. Louis on October 11, 1930; State-wide Vocational Boys' Project Contest at which 25 gold, silver, and bronze F. F. A. medals were awarded at the State Farm Bureau meeting on January 8; State-wide Public Speaking and Poultry Judging contests held at the University of Maryland on May 3; and a luncheon meeting, also held at the University of Maryland on May 3, at which nine Future Farmers were elected to receive the degree of Maryland Farmer.

During the year 27 local chapters, with 330 members with dues paid to the National F. F. A., were organized. Local chapters carried on such activities as holding Father and Son banquets; exhibiting at local and state fairs; conducting local contests; taking camping trips; putting on entertainments; conducting regular meetings with F. F. A. paraphernalia and setting up and executing programs of work in the Farm Journal contest.



Teacher and 15 F. F. A. Take 7,100 Mile Tour

